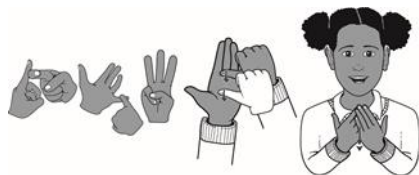
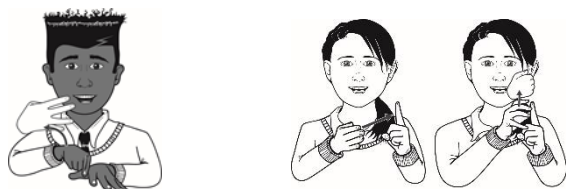


## BSL Secondary Curriculum



### Key Stage Three Programme of Study



Year 9	Learning Outcomes
<b>Using Language: Productive Skills</b>  Pupils should be able to produce:	
<b>Structure</b> <ul style="list-style-type: none"> <li>★ structured and evidence of formal signed <ul style="list-style-type: none"> <li>a. stories/narrative</li> <li>b. script</li> <li>c. poetry</li> <li>d. presentations</li> <li>e. short speeches</li> <li>f. arguments</li> </ul> </li> <li>★ an extended summary of a story/presentation independently.</li> <li>★ ideas and arguments with several factual details independently.</li> <li>★ signed comments and/or building on extended narration to participate in formal debates and structured discussions with independently.</li> <li>★ an accurate description of the differences between formal and informal registers to show knowledge and understanding of BSL used in a variety of settings. <ul style="list-style-type: none"> <li>a. evidence of a formal register to their presentation/speeches.</li> <li>b. evidence of an informal delivery e.g. classroom discussion, conversation with friends.</li> </ul> </li> <li>★ fluidity in BSL following natural pace and pauses.</li> <li>★ and develop a wide range of different placement types with evidence of references simultaneously.</li> </ul>	
<b>Vocabulary</b> <ul style="list-style-type: none"> <li>★ evidence of a wide knowledge of vocabulary, grammar and text structure and begin to apply it to their narration.</li> <li>★ evidence of a wide range of vocabulary drawing on knowledge from watching BSL videos to enhance the impact of their narration.</li> <li>★ and be able to independently enhance the vocabulary, grammar and structure of their narration to improve its coherence and overall effectiveness.</li> </ul>	

### **Lip-Patterns**

- ★ lip-patterns focusing on correct use of accurate mouthing and/or lip-patterns used in BSL.
- ★ and be able to critically reflect on the inappropriate usage of lip-pattern and its impact on BSL.
- ★ and show the importance of lip-pattern in the identification of signs (Brother/March).
- ★ and show lip-patterns with the corresponding “letter” that can be used when a sign is not known/commonly used.
- ★ correct lip-patterns and understand the importance of using lip-patterns in the context of signs.
- ★ and use appropriate lip-patterns and/or mouthing used in BSL for formal and informal registers.
- ★ lip-patterns by improvising, rehearsing and performing short play scripts and poetry in order to show mood, silence, stillness and action with the use of lip-pattern to add impact independently.

### **Description/NMF**

- ★ a narration which shows consideration to how their signing reflects the audiences and purposes for which it was intended independently.
- ★ and use BSL in their own narration with significant evidence of NMF independently.
- ★ and use appropriate expository for a wide range of stories, scripts and poetry independently.
- ★ and effectively demonstrate the use of appropriate NMF for a wide range of stories, poetry and presentation, adjusting accordingly.
- ★ and develop language by improvising, rehearsing and performing short play scripts and poetry, using role shift, expression and action to add impact independently.
- ★ and become secure in using the 4 different types of role shift through conversation and narrative:
  - a. Character
  - b. Conversation
  - c. Mind talk
  - d. Mirror response
- ★ and use extended verb agreement in distribution e.g. I-GIVE-ALL/ALL-GIVE-GIVE-GIVE.
- ★ and use placements and referents in verb agreements, with repetition e.g. I-ASK-ASK-ASK/ THEY-BOTHER-BOTHER-BOTHER

### **Handshapes**

- ★ accurate handshapes independently, paying attention to fluidity.
- ★ and apply their knowledge of handshapes from independently analysing more challenging fluent signers.
- ★ a wide range of appropriate handshapes correctly and independently in order to generate language using role, intonation, tone, mood and action to add impact by improvising, rehearsing and performing short play scripts and poetry.

### **Fingerspelling**

- ★ and use fingerspelling independently in stories, scripts, poems and presentations.
- ★ and use appropriate rules for fingerspelling e.g. using correct handshapes and dominant hand.
- ★ and use more challenging fingerspelling by extending and applying their grammatical knowledge.
- ★ and demonstrate competent use of knowledge from previous learning to fingerspell in different contexts: full names, initials and blended fingerspelling.

### **Understanding Language: Receptive Skills**

Pupils should understand:

#### **Structure**

- ★ inferences from watching BSL narratives independently
- ★ and identify, give examples of regional sign variations.
- ★ and use a range of strategies to begin comprehension of unknown signs.
- ★ and explain the differences and make comparisons between formal and informal registers in BSL narratives.
- ★ and explain the differences between signers in different settings e.g. stories and debates.
- ★ and recognise a range of poetic conventions independently.
- ★ how signing performers communicate effectively through performance.
- ★ and recognise different performance categories independently.

#### **Vocabulary**

- ★ new vocabulary, relating it explicitly to known vocabulary and understanding it with independently.
- ★ the impact of the grammatical features of the BSL narratives they watch and independently describe how.
- ★ new vocabulary and grammatical features from watching BSL narratives to achieve particular effects independently.
- ★ how language, including vocabulary choice presents different meanings in BSL independently.

#### **Lip-Reading**

- ★ the impact of lip-patterns and mouthing used.
- ★ and be able to lip-read in a range of different settings e.g. poems and stories.
- ★ and independently be aware of inappropriate lip-pattern usage in different settings and registers.

#### **Description/NMF**

- ★ the impact of the NMF used by signers and describe how it is used.
- ★ and independently identify how structural and grammatical features are used in BSL e.g. Figurative/imaginative language, descriptions, NMF and organisational features and how these present different meanings in BSL.
- ★ and identify/explain a range of placements and referents in verb agreement in context. (Placement: I give you)(Web: I give them).

### Directionality

- ★ the impact of directional verbs from watching a variety of signers to achieve meaning and describe how.
- ★ how organisational features present different meanings in BSL independently.

### Comprehension

- ★ by watching BSL videos for enjoyment and information.
- ★ and unpack fictional videos for details.
- ★ and establish familiarity by re-watching BSL video as a basis for making comparisons and reflections independently.
- ★ and identify the purpose, audience, and context of the BSL narratives.
- ★ and recognise grammatical features in BSL stories, poems, presentations and be able to discuss the narratives independently.
- ★ by asking in-depth questions to further check understanding and to get more details.
- ★ and independently identify and explain the setting, plot, and characterisation in BSL storytelling.

### Pupils should be taught to:

- ★ watch BSL videos by fluent signers and with good understanding.
- ★ develop the habit of watching a variety of BSL videos and often, for both pleasure and information.
- ★ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for BSL productive and receptive skills.
- ★ appreciate our rich and varied heritage.
- ★ produce narratives clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- ★ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- ★ be secure in their mastery of BSL, making formal presentations, demonstrating to others and participating in debate.
- ★ produce BSL narrations fluently so that they can communicate their ideas and emotions with others and through conversations and watching, others can communicate with them.
- ★ appreciate a wider variety of BSL narratives which enables them to acquire knowledge and to build on what they already know.
- ★ enjoy a wider range of BSL stories and poems to develop culturally, emotionally, intellectually and socially.